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ABSTRACT

Using the College Student Questionnaires (CSQ), Part I, data on student performance of two different entering classes at eight colleges were studied to identify the characteristics of freshmen women students associated with overachievement/underachievement during the first college year. Overachievers were defined as those whose overall average was higher than that predicted from the standard battery by .618 standard errors of estimate or more, and underachievers were those with a comparably lower than expected freshman average grade. CSQ, Part I, contains sets of items (or scales) designed to assess: motivation for grades, family social status, independence from family, independence from peers, liberalism, social conscience, and cultural sophistication. In all, 16 replications of the analysis were carried out. For each item in each analysis, the direction of the difference between over- and under-achieveing groups in their percentage responses to the various options was noted. The study results, which are provided in tables and graphs, showed that: (1) mean Motivation for Grades was higher for overachievers in all comparisons; (2) mean Family Social Status scores were higher for overachievers, who tended to have parents with higher educational and occupational attainment; (3) in 15 of 16 comparisons, Independence from Family means were lower for overachievers; (4) results for Peer Independence suggest that college-specific effects may be involved; (5) Liberalism results also suggest a college-specific effects; (6) Social Conscience means were higher for overachievers in 14 of 16 comparisons; and (7) means for Cultural Sophistication suggest no pattern of differences. (DB)

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COLLEGE RESEARCH CENTER

Characteristics of Over- and Underachieving Freshman Women in Two Recent Classes, Eight Liberal Arts Colleges

(with College-Specific Summary)

June 20, 1973

Kenneth M. Wilson

CRC No. 73-06-20

For Interinstitutional Cooperation in Institutional Research

In affiliation with
EDUCATIONAL TESTING SERVICE, PRINCETON, N. J.

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Related Reports

CRC No.	Title
66-06-13	Review of CRC Studies: III--Validity of a Measure of Academic Motivation, CRC Memorandum, 13 June 1966.
69-06-19	Study of Over- and Underachievers, Class of 1970, Freshman Year: Progress Report No. 1, CRC Memorandum, 19 June 1969.
69-07-15	Study of Over- and Underachievers, Class of 1970, Freshman Year: Progress Report No. 2, CRC Memorandum, 15 July 1969.
70-06-08	Contribution of SAT's to Prediction of Freshman Grades at CRC-Member Colleges, CRC Memorandum, 8 May 1970.
72-02-00	Center Notes on Institutional Research, Volume 1, No. 1, February 1972.

FOR A NUMBER OF YEARS, SEVERAL LIBERAL ARTS COLLEGES HAVE CONDUCTED ANNUAL SURVEYS OF ENTERING FRESHMEN, using a multipurpose survey questionnaire designed at ETS early in 1960 especially for this purpose. (College Student Questionnaires, Part 1, Form 200D, ETS, Princeton, NJ) CSQ, Part 1, is comprised of 200 items touching on students' family background; their secondary school experience; their educational plans and preferences; their characteristic academic work-habits and attitudes toward performance; their views on current social, political and economic questions; etc.

The recurring use of survey procedures has made it possible for the colleges to monitor the educationally-relevant characteristics of their entering freshmen. At the same time, the availability of standard information on entering freshmen in a multiinstitutional setting has also made possible the replication of various types of studies over institutions and time.

This report presents briefly results of one series of studies using data from freshman surveys in conjunction with data on student academic performance in two different entering classes at each of eight colleges to identify student characteristics associated with "overachievement-underachievement" during the first year in college.

Defining terms

CRC colleges use a standard battery of admissions variables, as follows:

Elements of standard admissions battery	Scholastic Aptitude Test-Verbal
	Scholastic Aptitude Test-Mathematical
	Converted School Rank
	Average of CEEB Achievement Tests

This battery yields a Predicted Freshman Average Grade which is moderately correlated with actual Freshman Average, which means that there is considerable variability in observed Freshman Grades among freshmen of any given level on the composite (or predicted grade) variable--some freshmen earn grades which are considerably higher and others earn grades which are considerably lower than expected. This series of studies was designed to identify characteristics of students, as reported in the regular freshman surveys, which might differentiate "overachieving" from "underachieving" freshmen:

> Overachievers were defined as freshmen whose overall average was higher than that predicted from the standard battery by .618 standard errors of estimate or more;
>
> Underachievers were those with a comparably lower-than-expected Freshman Average Grade.

Procedures

Under- and overachieving subgroups were identified in each of two classes in eight colleges, as follows:

College	Class entering in 1966	1968
A	x	x
B	x	x
C	x	x
D	x	x
F	x	x
G	x	x
H	x	1965
J	x	1965

CSQ, Part 1, item responses were tabulated for each of the subgroups. Not all 200 CSQ items were considered. The items studied had been selected previously on the basis of a judgment that the information they yield should be of general interest and relevance in academic settings.

In all, 16 replications of the analysis were involved--i.e., comparisons of over- and underachieving groups in each of two separate entering classes at each of eight colleges.

> For each item in each analysis, the direction of the difference between over- and underachieving groups in their percentage responses to the various options was noted.

CSQ, Part 1, contains several sets of items (or scales) designed to assess, respectively:

Motivation for Grades	(10 items)
Family Social Status	(4 items)
Independence from Family	(10 items)
Independence from Peers	(10 items)
Liberalism	(10 items)
Social Conscience	(10 items)
Cultural Sophistication	(10 items)

Average scores of over- and underachieving subgroups on the respective scales were also computed.

Results

Results of the item-response comparisons are summarized in Table 1 (appended) which shows the number of comparisons (or replications) in which the percentage of overachievers giving a response was (a) greater than, (b) the same as, or (c) less than the percentage of underachievers giving a response. Some response patterns were more (or less) characteristic of overachievers than of underachievers in every comparison--i.e., in all 16 replications--or in most of the comparisons--e.g., 13, 14, or 15 out of 16. Some of the more consistently differentiating items are outlined below. They may be thought of tentatively as situation-independent indicators which individually and collectively should be considered in efforts to explain unusual deviations from grade-average-expectancies derived from standard academic predictor

Responses Which Were More Characteristic of Overachieving than of Underachieving Freshman Women in Several Liberal Arts Colleges: with Abbreviated CSQ Item and Option Numbers

Attended a school sending three-fourths or more of its graduates on to college (56-4)

Feels school did a very good job in preparing (student) for college (61-4)

Senior-year average was A or A- (63-8, 9)

Was in upper 5 percent of the class (57- 1, 2)

Was very satisfied with senior year grades (86-4)

Senior-year grades were consistent with ability or slightly overrepresented ability (87-3, 4)

Has fairly or very slow reading rate (80-1, 2)

Learned fairly or very well how to study ★(89-3, 4)

Teachers definitely thought of student as a hard worker ★(76-4)

Outside interests never attenuated academic effort ★(77-4)

As a senior, studied more than classmates ★(78-3, 4)

Devoted three or more hours to homework each day (79-5, 6)

Definitely thought of by peers as a hard worker ★(81-4)

Definitely tried harder than most to be on the honor roll ★(83-4)

Rarely or never tended to give up on uninteresting assignments ★(84-3, 4)

Attaches a great deal of importance to getting good grades as a source of personal satisfaction ★(85-4)

Sees self as a harder worker than the typical high school student ★(88-3, 4)

17 years of age or less at time of college entrance (2-1, 2)

Prefers an academic life, in the long run over business, professional or other types of career (27-1)

Would prefer to work in an educational institution rather than in a business firm, professional office, government service, etc. (28-5)

15-year goal to be housewife with children or to have a career with children as opposed to career without children or being uncertain (30-2, 5)

Has "moderate" view of women's role in society (i.e., work outside home after children are in school) as opposed to a "liberal" view (free of domestic responsibilities in order to work with men on equal footing) (146-3)

Overall high school average was A or A- (62-8, 9)

Parents' child-rearing policy reported to be guidance, suggestion without coercion as opposed to unilateral, authoritarian (128-3)

Is the youngest or an in-between child rather than the oldest or only child (105-3, 4)

Hometown was the suburb of a metropolitian area (102-1, 2, 3)

Father in a professional job requiring an advanced degree ■(108-9)

Father has some graduate work or a graduate or advanced degree ■(115-8, 9)

Mother finished college ■(116-7)

Father is not self-employed (109-2)

Mother has not worked outside the home at some time since respondent's birth (111-1)

Parental religious preference is Jewish (122-3, 4, 5)

Personal religious preference is Jewish or protestant (135-1, 3, 4, 5)

Tends to consult parents about important decisions ▲(155-1, 2)

Inclined to believe that parents should be consulted on decisions ▲(156-1, 2)

Thinks it unlikely that she could forsake interest in family for own activities ▲(149-1, 2)

Believes it is important to satisfy wishes of parents ▲(153-1, 2)

Family is relatively united ▲(152-1, 2)

Perceives self as relatively dependent on (not fairly or very independent of) parents ▲(157-1, 2)

Has not been growing slightly or much further away from family ▲(154-1, 2)

Fairly or strongly concerned about rise in juvenile crime ➢(174-3, 4)

Mildly or highly concerned re less opportunity for nonWASPs in the U.S. ➢(177-3, 4)

Mildly or very disturbed concerning apparent growth in materialism and moral breakdown ➢(178-3, 4)

Mildly or highly concerned about welfare for the elderly ➢(181-3, 4)

Wishes to participate very actively in college in:

- Religious organizations (35-3)
- Preprofessional club (39-3)

Does not wish to participate very actively in college in:

- Athletics (38-1, 2)
- Political organizations (41-1, 2)

Did not participate very actively in high school in:

- Journalism, publication (69-1, 2)
- Literary, dramatic acts (70-1, 2)

Hopes to find greatest personal satisfaction in during freshman year in course-related work as opposed to self-discovery, self-insight, or extracurricular activities (45-1, 2, 3)

Philosophy of high education is Vocational or Academic rather than Collegiate or Nonconformist (49-1) (50-1)

Believes that there are bodies of knowledge to be learned and that college faculty is more competent than students to guide course of study through required courses and the like, as opposed to the belief that college students should be given great freedom in choosing subjects (140-1)

Prefers mostly independent work (141-2)

Prefers essay over objective examinations in typical humanities or social science course (142-2)

Prefers discussion over lecture methods, class-size permitting (143-2)

Dislikes competing with people, especially when stakes are high (145-1)

Probably or definitely would enjoy discussing philosophies of history (180-3, 4)

Know a moderate amount or a good deal about the history of painting (196-3, 4)

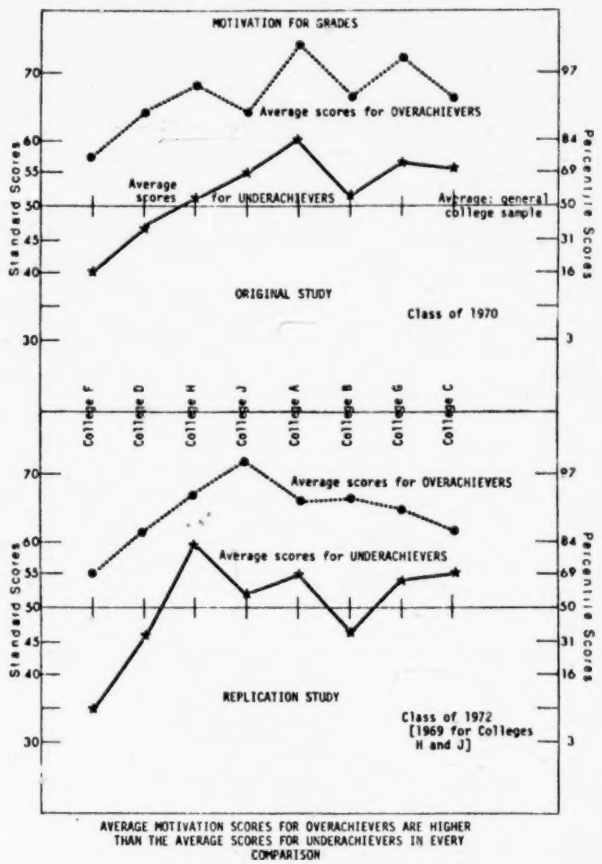
Student attending this particular college was not important to parents (126-1)

Student's making good grades in school was not quite or very important to parents (124-1, 2)

Student's going to college was not extremely important to parents (125-1, 2, 3)

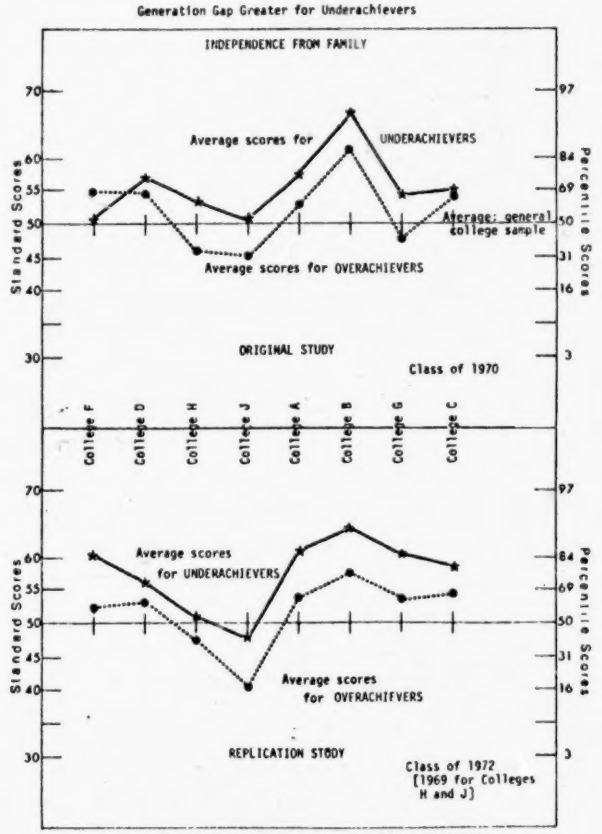
Parents were not quite concerned over student's college associates (127-2, 3, 4)

College underachievers are less highly motivated to earn good grades than their classmates



AVERAGE MOTIVATION SCORES FOR OVERACHIEVERS ARE HIGHER THAN THE AVERAGE SCORES FOR UNDERACHIEVERS IN EVERY COMPARISON

Generation Gap Greater for Underachievers



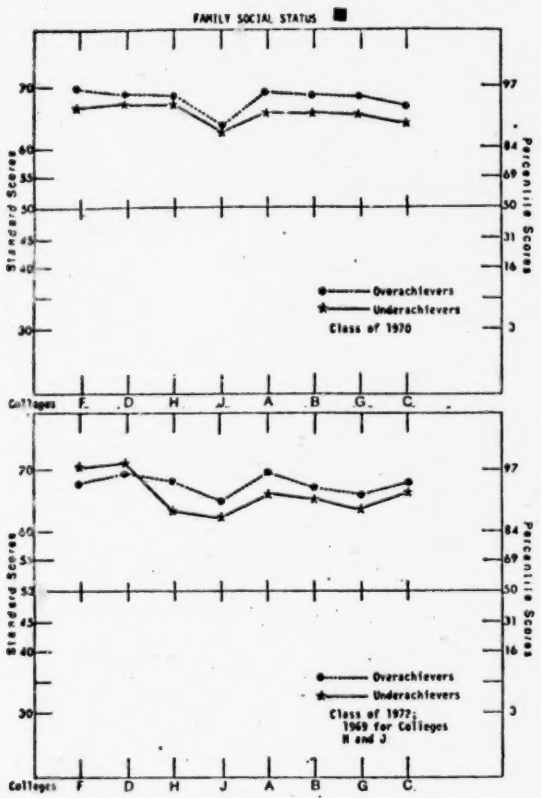
IN 15 OF 16 COMPARISONS, UNDERACHIEVING FRESHMEN HAD HIGHER AVERAGE SCORES THAN THEIR OVERACHIEVING CLASSMATES ON A MEASURE OF INDEPENDENCE FROM FAMILY

The CSQ Scale-Score Means

Items from (or related to) the Motivation for Grades scale, marked by ★ in the list above, were by far the most consistent and effective indicators of over/under-achievement (see also Page 4, Table 1, appended). Items from the Independence from Family Scale, marked by ▲ in the list above, were relatively consistent indicators although they did not differentiate over- and underachieving subgroups as sharply as the Motivation for Grades Items.

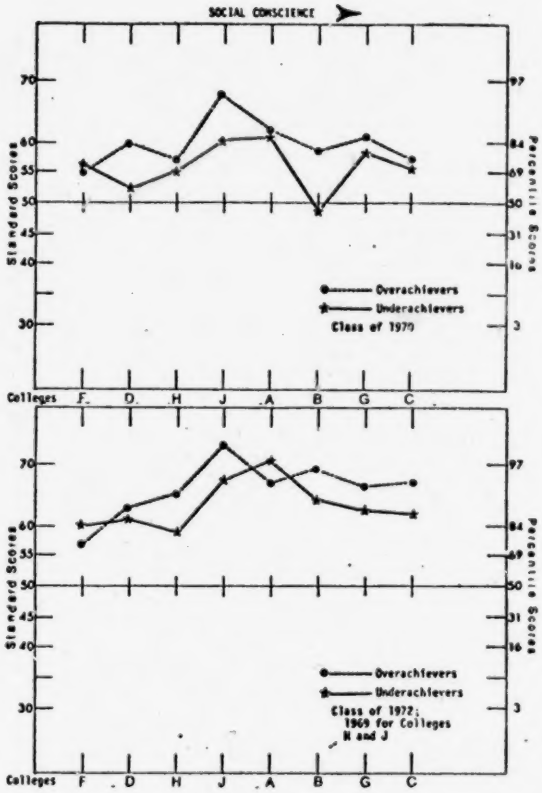
Comparison of means for over- and underachievers on the respective scales is provided in Figures 1 and 2, opposite. It is important to note that less "independence from family" tends to be associated with overachievement. (See also, Page 9 of Table 1, appended.)

Mean Motivation for Grades was higher for overachievers in all comparisons. In 15 of 16 comparisons Independence from Family means were lower for overachievers.

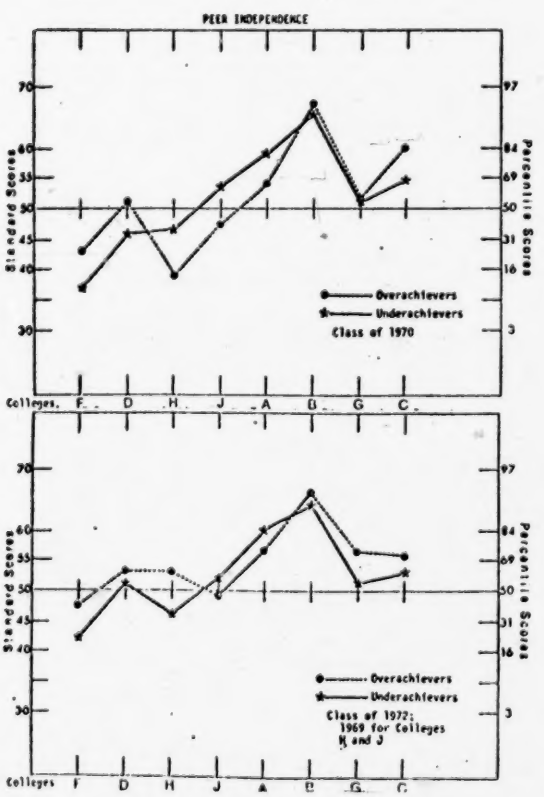


THE FIGURE AT LEFT SHOWS THAT IN 14 of 16 COMPARISONS, mean Family Social Status scores were higher for over- than for underachievers: overachievers tended to be from families with higher parental educational and occupational attainment.

THE FIGURE AT RIGHT SHOWS HIGHER Social Conscience ➤ means for overachievers in 14 of 16 comparisons. Item comparisons (see Page 13 of Table 1) indicate that concern re less opportunity for nonWASPs, the apparent growth of materialism, and welfare of the elderly was more characteristic of over- than of underachievers in most samples.



IT HAS BEEN SUGGESTED THAT RESULTS SHOWING A CONSISTENT PATTERN OF DIFFERENCES--e.g., overachievers with more (or less) of a characteristic than underachievers without regard to class or college--INDICATE THAT THE CHARACTERISTIC UNDER CONSIDERATION MAY BE A SITUATION INDEPENDENT INDICATOR OF ACHIEVEMENT POTENTIAL WITHIN THE CONTEXT OF ANALYSIS.

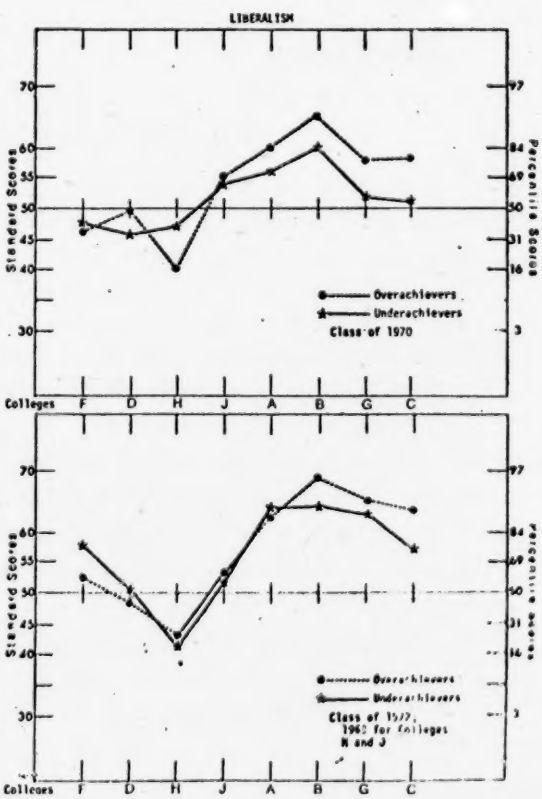


On the other hand, certain characteristics may be conducive to overachievement in some environments and to underachievement in others.

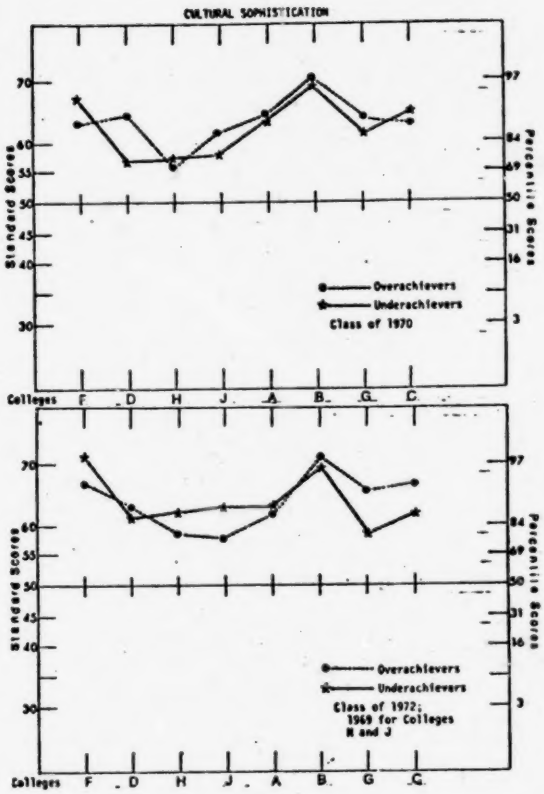
Results for Peer Independence (at left) and perhaps Liberalism (right) as well are not inconsistent with the possibility that college-specific effects may be involved.

In two classes, for example, at Colleges B, C, D, F, and G, overachievers were <u>more</u> independent, and at Colleges A and J, <u>less</u> Independent of Peers.

A "college effects" interpretation is of course speculative, but further examination is warranted.



The means for Cultural SOPHISTICATION (AT RIGHT) suggest no systematic pattern of differences. However, two items from this scale do show such a pattern, namely, "interest in discussion of philosophies of history"; and "knowledge of the history of painting"; both of these responses favor overachievers in 14 of 16 comparisons.



Some implications

The analyses reported here point up a variety of self-reported student personal and background characteristics which have been found to be associated with the performance of women during their freshman year in eight liberal arts colleges. Based on the evidence presented here and other available evidence it is reasonable to infer that students with many of the characteristics reflected in responses to the CSQ Part 1 items listed earlier (those relatively consistently associated with overachievement) will tend to do better academically than their standard profile of admissions scores might suggest, while those with few of these characteristics will tend to do less well than expected.

Given a Predicted Freshman Grade for each student, comparison of early grade reports during the freshman year would permit tentative identification of "underachieving" students (i.e., those whose actual record appears to be falling well below expectancy). In counseling such students those concerned with problems of academic adjustment during the freshman year should seek to ascertain the extent to which characteristics of the type identified in this study may be involved.

The interested reader who wishes to know the exact wording of all items and options enumerated in this report should see College Student Questionnaires, Part 1, Form 200 D, Educational Testing Service, Institutional Research Program for Higher Education, Princeton, NJ 08540.

INCLUDED AS AN ATTACHMENT TO THIS REPORT IS A SUMMARY OF THE RESPONSES OF OVER- AND UNDERACHIEVING FRESHMEN IN EACH OF TWO CLASSES FOR YOUR COLLEGE. RESPONSES WHICH WERE MORE CHARACTERISTIC OF OVERACHIEVERS (UNDERACHIEVERS) IN BOTH CLASSES HAVE BEEN MARKED FOR EASY IDENTIFICATION AND FURTHER EVALUATION.

APPENDIX A

Table 1

Evidence Regarding the Value of Independently Selected CSQ Part 1 Items for Differentiating Between Over- and Under-Achieving Subgroups in Two Classes at Eight Liberal Arts Colleges

For each of the items and option combinations shown in this Table, the percentage responses of overachieving and underachieving subgroups were compared (8 colleges x 2 classes = 16 comparisons). The percent of underachievers giving the response was subtracted from the percent of overachievers giving the response. The average difference in percent (noting signs) was determined.

This average difference, with a constant of 50 added, is shown in the first column of the Table. Thus, for example, the value for Item 2, options 1+2, "Age: 17 yrs. or less," is 53 denoting an average percent difference of +3 (overachiever percent - underachiever percent in this category). In 3 of the 16 comparisons, a higher percentage of underachievers reported age of 17 years or less while in 13 of the 16 comparisons proportionately more of the overachievers were under 17 years of age. In none of the samples was the percentage of both groups the same.

Table 1

Evidence Regarding the Value of Independently Selected CSQ Part 1 Items for Differentiating Between Over- and Under-Achieving Subgroups in Two Classes at Eight Liberal Arts Colleges[a]

Item #	Brief description of item and response(s) selected /option nos. in parentheses/	%Overach minus %Underach plus 50*	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater th %Underach
2)	Age: 17 yrs. or less (1+2)	53	3	-	13
4)	Single and unattached (1)	48	8	2	6
8)	Major field in mind (1)	54	8	-	8
22)	Definitely plan postgraduate study (1)	50	9	1	6
26)	Tentative vocational choice in mind (1)	51	6	4	6
27)	Long-run preference for occupation				
	Academic life (1)	53	4	2	10
	Business, prof., technical (2+3+4)	50	9	2	5
	Creative arts (5)	48	8	4	4
	Home and family (6)	49	7	2	7
28)	Type of work situation preferred				
	Business or corp. (1+2+3+4)	47	9	-	7
	Educational inst. (5)	56	3	1	12
	Pub./Pvt. research org. (6)	50	8	1	7
	Welfare agency/govt. (7+8)	47	10	2	4
29)	Most important job requirements, Opportunity to:				
	Use special talents (1)	52	5	1	10
	Work with people (4)	49	9	1	6
	Be helpful to others (5)	54	5	1	10
30)	Fifteen-year career goal:				
	Housewife (1+2)	51	6	-	10
	Career without children (3+4)	48	11	2	3
	Career with children (5)	52	6	1	9
	Uncertain (6)	48	10	-	6
146)	Role of women, opinion on:				
	No outside work, or only if no children (1+2)	50	7	-	9
	Divided responsibility, after children in school (3)	54	4	-	12
	Free to work on equal footing with men (4)	44	12	1	3

Table 1 (continued)

Item #	Brief description of item and response(s) selected	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
55)	Attended public school (1)	49	7	1	8
57)	Attended all-girl school (3)	53	4	2	10
56)	More than three-fourths of graduates go to college (4)	61	1	-	15
57)	Upper 5 percent of class (1+2)	54	3	-	13
58)	Most enjoyed subject in school				
	Arts & Humanities (1+2+3+5)	52	5	1	10
	Math & Sciences (4+7)	48	8		8
	Social sciences (9)	52	4	2	10
	Other (6+8)	49	9	3	4
59)	Least enjoyed subject in school				
	Arts & Humanities (1+2+3+5)	52	7	1	8
	Math & Sciences (4+7)	50	6	1	9
	Social sciences (9)	47	13	-	3
	Other (6+8)	52	7		9
61)	Feel school did a very good job in preparing for college (4)	61	2	1	13
62)	A or A- overall school average (8+9)	59	1	—	15
63)	A or A- senior-year average (8+9)	67	0	—	16
64)	Would like to be remembered as:				
	Brilliant student (1)	51	7	1	8
	Outstanding leader (2)	49	7		9
	Most popular (3)	48	10		6
65)	Received three or more scholarly awards (3+4)	52	7	1	8
66)	Received awards in two or more sports (3+4)	48	7	2	7
67)	Held two or more important offices: School government (3+4)	50	9	—	7

Table 1 (continued)

Item #	Brief description of item and response(s) selected	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
	High school activities: Participated "very actively" in:				
68)	Science activities (3)	49	9	2	5
69)	Journalism, publication (3)	47	11	1	4
70)	Literary, dramatics, debate (3)	48	10		6
71)	Hobby groups (3)	50	8	2	6
72)	Music (3)	50	9	2	5
73)	School spirit activities	50	7	–	9
74)	Public affairs groups (3)	50	7	2	7
	Desired participation in college: "very active"				
35)	Religious organization (3)	53	4	2	10
36)	Student government (3)	46	9	2	5
37)	Literary, dramatics, debate (3)	49	9	–	7
38)	Athletics (3)	46	10	–	6
39)	Preprofessional club (3)	51	6	–	10
40)	School spirit activities (3)	45	9	2	5
41)	Political organization (3)	46	12	1	3
44)	Expect great deal of competitiveness for grades (1)	47	8	1	7
45)	Hope to find greatest personal satisfaction in:				
	Coursework, study (1+2+3)	55	3	–	13
	Extracurricular (4+5)	49	11	1	4
	Social life (6)	49	9	2	5
	Association with peers (7+8)	51	7	2	7
	Self-discovery-insight (9)	45	12	–	4
46)	Expected source of worry				
	None (1)	51	7	2	7
	Finances (2)	50	9	2	5
	Handling courses (3)	49	6	–	10
	Sex-related (4+5)	50	6	1	9
	Choice of field (6)	50	8	2	6
	Personal identity, goals (8)	51	7	1	8
48)	Know two or more faculty as desired teachers (3+4)	47	9	1	6
	Own philosophy of higher education: most accurate (1)				
49)	Vocational/ career prep./	50	5	1	10
50)	Academic /scholarship first/	54	5	1	10
51)	Collegiate /well-rounded/	47	11	1	4
52)	Nonconformist /"own thing"/	48	12	3	1

Table 1 (continued)

Item #	Brief description of item and response(s) selected	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
75)	Generally satisfied with secondary school (3+4)	56	3	—	13
76)	Teachers definitely perceived student as hard worker (4)	58	0	—	16
77)	Outside interests never attenuated academic effort (4)	63	1	—	15
78)	As senior, studied more than classmates (3+4)	68	0	—	16
79)	3+ hrs. devoted to homework outside class (5+6)	66	0	—	16
80)	Fairly to very fast reading rate (3+4)	39	16	—	0
81)	Definitely thought of by peers as hard worker (4)	62	1	1	14
82)	Little or no difficulty in writing papers (4)	46	10	1	5
83)	Definitely tried harder than most to be on honor roll (4)	63	2	—	14
84)	Rarely or never tend to give up on uninteresting assignment (3+4)	65	0	—	16
85)	Attach a great deal of importance to getting good grades, as source of personal satisfaction (4)	57	2	—	14
86)	Very satisfied with senior-year grades (4)	71	0	—	16
87)	Senior-year grades underrepresent ability (1+2)	26	16	-	0
88)	See self as harder worker than typical high school student (3+4)	68	0	-	16
89)	Learned relatively little about "how to study" in school (1+2)	37	16	-	0

Table 1 (continued)

Item #	Brief description of item and response(s) selected	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
101)	Where is home?				
	State, county, city in which college located (1+2+3)	49	8	3	5
	Northeast (4)	48	10	-	6
	Southeast (5)	53	6	2	8
	South Central (6)	50	7	1	8
	North Central (7)	49	8	1	7
	Far west, foreign (8+9)	50	8	3	5
102)	Residence during high school				
	Suburban (1+2+3)	56	2	1	13
	City: 50,000 to 500,000 (4+5)	49	11	-	5
	Smaller city, town, other (6+7+8)	49	9	2	5
105)	Informants sibling order				
	Only child (1)	48	12	1	3
	Oldest child (2)	45	13	-	3
	Youngest child (3)	52	5	-	11
	In between child (4)	53	5	1	10
108)	Father a professional in job requiring advanced degree (9)	53	4	-	12
109)	Father self-employed (1)	48	10	-	6
111)	Mother worked outside home since student's birth (2)	47	10	2	4
112)	Mother employed as professional or high level executive (7+8+9)	49	10	-	6
114)	Parental economic status considerably or somewhat higher now vs. 10 yrs. ago (1+2)	48	10	1	5
115)	Father's education				
	Did not finish college (1+2+3+4+5+6)	46	9	2	5
	Finished college (7)	52	7	-	9
	Graduate work or degree (8+9)	52	4	-	12

Table 1 (continued)

Item #	Brief description of item and response(s) selected	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
116)	Mother's education				
	Did not finish college (1+2+3+4+5+6)	49	8	1	7
	Finished college (7)	52	4	–	12
	Graduate work or degree (8+9)	50	9	–	7
122)	Parent's religious preference				
	Protestant (1)	50	8	2	6
	Catholic (2)	47	11	2	3
	Jewish (3+4+5)	53	1	5	10
	Other or no formal (6+7)	51	7	3	6
124)	Student's grades in high school quite or very important to parents (3+4)	41	14	–	2
125)	Student's going to college extremely important to parents (4)	44	11	–	5
126)	Student's attending this particular college important to parents (2+3+4)	48	10	–	6
127)	Parents quite concerned re student's college associates (1)	48	10	2	4
128)	Parents' child rearing policy				
	Unilateral, authoritarian (1)	45	12	–	4
	Great permissiveness (2)	50	9	1	6
	Guidance, suggestion without coercion (3)	55	4	—	12
129)	Perceived source of child-training authority: Usually or always up to father (1+2)	47	11	–	5
130)	Parents' political orientation (nationally)				
	Conservative Republican (1)	49	10	–	6
	Liberal Republican (2)	52	5	1	10
	Conservative Democrat (3)	50	7	4	5
	Liberal Democrat (4)	52	4	1	11
131)	Over 500 books in parents' home (8+9)	49	9	1	6

Table 1 (continued)

Item #	Brief description of item and response(s) selected	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
133)	Father attended seven or eight cultural events in past year (5)	51	4	6	6
135)	Student's religious preference				
	Protestant (1)	53	4	1	11
	Catholic (2)	47	12	2	2
	Jewish (3+4+5)	53	2	5	9
	Other or no formal (6+7)	48	11	3	2
137)	Attend religious services not at all or only on important holidays (1+2)	50	8	1	7
138)	Student has adequate personal philosophy or religious faith (1)	50	7	1	8
140)	Believes students should be free to choose own curriculum (2)	47	10	2	4
141)	Prefers mostly independent work (2)	52	6	-	10
142)	Prefers essay over objective exams in typical humanities or social science course (2)	55	3	-	13
143)	Prefers discussion over lecture, class-size permitting (2)	53	3	3	10
144)	Like assignments requiring original research (2)	57	6	1	9
145)	Feelings about competition				
	Dislike competitive situations (1)	55	4	1	11
	Neutral (2)	48	7		9
	Like competitive situations (3)	47	12	1	3
168)	Plan to join Peace Corps, Vista: Probably or definitely (3+4)	49	8	2	6
169)	Fairly or very well informed on political affairs (3+4)	49	8	-	8

Table 1 (continued)

Item #	Brief Description of item and response(s) selected	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
170)	Only occasionally or not at all interested in political affairs (1+2)	51	7	-	9
171)	Student's political viewpoint	51			
	Conservative (1+2)		5	-	11
	Fairly liberal (3)		5	-	11
	Very liberal (4)		7	3	6
B)	Best type of college for student if other than current choice				
	Another women's college (1)				
	Coed: college or university (2+3+4)				
C)	Most descriptive term re college				
	Intellectual (1)				
	Warm (6)				
	Realistic (7)				
	Liberal (8)				
D)	Least descriptive term				
	Intellectual (1)				
	Snobbish (2)				
	Victorian (4)				
G)	Admitted under Early Decision Plan (1)				
H)	Principal consideration in applying to this college				
	Reputation for intellectuality (1)				
	The fact that it is a woman's college (4)				
	Reputation as "well-rounded" liberal arts college (6)				
I)	Self-assessment of chances of being in top quarter of college class				
	Less than 25 to 100 (1+2)				
	About 25 in 100 (3)				
	About 50/50 (4)				
	About 75 in 100 or better (5+6+7)				
J)	No participation in original research in secondary school (1)				

Table 1 (continued)

Item #	College Student Questionnaires: Abbreviated item description	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
	Family Independence Scale				
148)	Plan to see or have seen parents only on holidays, weekends, etc. (3+4)	51	6	2	8
149)	Probable or very possible to forsake interest in family for own activities (3+4)	43	12	-	4
150)	Tend to disagree that family needs are more important than own needs (3+4)	48	9	1	6
151)	Tend to disagree that family members should hold similar religious beliefs (3+4)	49	8	3	5
152)	Family is very disunited or not particularly united	46	13	-	3
153)	Not very or only moderately important to satisfy wishes of parents (3+4)	44	14	-	2
154)	Have been growing slightly or much further away from family (3+4)	45	11	1	4
155)	Rarely or only occasionally consult parents about important decisions (3+4)	41	15	1	-
156)	Not inclined to believe parents should be consulted on decisions (3+4)	41	14	1	1
157)	Perceives self as fairly or very independent of parents (3+4)	46	11	1	4

Table 1 (continued)

Item #	College Student Questionnaires: Abbreviated item description	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
	Peer Independence Scale				
158)	Not more than ten hours per week spent in conversation with friends (3+4)	57	1	-	15
159)	Spend leisure time usually or almost always alone or with one friend (3+4)	51	7	-	9
160)	Friends' artistic tastes quite different from own in a number of respects (3+4)	47	10	-	6
161)	Definitely not or not particularly accurate to say I am in a group of close friends who do most things together (3+4)	48	8	-	8
162)	Quite or very often hold own view despite others impatience with you (3+4)	50	8	-	8
163)	Occasionally or quite frequently ignore peers' opinions on matters important to you (3+4)	53	8	1	7
164)	Most of the time or always do things without regard for peer reaction (3+4)	50	6	2	8
165)	Seldom or almost never consult close friends about important decisions (3+4)	50	8	1	7
166)	Quite probably or definitely feel that absorption in some kind of activity precludes need for friends (3+4)	51	9	-	7
167)	Sometimes or usually not consider friends reactions before acting (3+4)	52	5	2	9

Table 1 (continued)

Item #	College Student Questionnaires: Abbreviated item description	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
	Liberalism Scale				
171)	Tend to have fairly or very liberal political viewpoint (3+4)	52	5	3	8
173)	Tend to disagree or disagree strongly that government should prevent peaceable meetings of dissenters (3+4)	51	3	3	10
176)	Tend to disagree somewhat or strongly that police needlessly hampered by requirement for search warrant (3+4)	51	7	-	9
179)	Tend to agree somewhat or strongly that capital punishment should be abolished (3+4)	53	5	-	11
182)	Tend to agree somewhat or strongly that government should step up efforts for universal medical care (3+4)	54	6	2	8
185)	Tend to agree somewhat or strongly that legislative committees should not investigate politics of the faculty (3+4)	52	5	2	9
188)	Tend to disagree somewhat or strongly that labor unions are more harmful than good (3+4)	51	7	1	8
192)	Tend to agree somewhat or strongly that conscientious objectors should be excused from military service (3+4)	54	5	-	11
194)	Tend to disagree somewhat or strongly that welfare state does destroy individual initiative (3+4)	51	7	2	7
200)	Tend to disagree somewhat or strongly that individual liberties not possible under socialism (3+4)	52	5	1	10

Table 1 (continued)

Item #	College Student Questionnaires: Abbreviated item description	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
	Social Conscience Scale				
172)	Mildly or very indignant about graft (3+4)	51	7	1	8
174)	Fairly or strongly concerned about rise in juvenile crime (3+4)	55	4	1	11
175)	Mildly or highly concerned about extent of poverty in U.S. (3+4)	52	6	1	9
177)	Mildly or highly concerned re. less opportunity for non WASPS in U.S. (3+4)	55	2	-	14
178)	Mildly or very disturbed concerning apparent growth in materialism + moral breakdown (3+4)	54	2	2	12
181)	Mildly or highly concerned re welfare for elderly (3+4)	54	4	2	12
186)	Mildly or very concerned about children reading obscene literature (3+4)	51	6	1	9
189)	Tend to agree somewhat or strongly that decision to drop bomb on Hiroshima was wrong (3+4)	45	10	-	6
191)	Mildly or greatly disturbed about business ethics (3+4)	48	10	2	4
193)	Mildly shocked or outraged reaction to a lynching (3+4)	52	4	2	10

Table 1 (continued)

Item #	College Student Questionnaires: Abbreviated item description	%Overach minus %Underach plus 50	Number of samples in which %Overach less than %Underach	%Overach equal to %Underach	%Overach greater than %Underach
	Cultural Sophistication Scale				
180)	Probably or definitely would enjoy discussing philosophies of history (3+4)	56	2	-	14
183)	Occasionally or quite frequently discuss foreign films with friends (3+4)	50	7	1	8
184)	Quite or very interested in modern art (3+4)	47	9	1	6
187)	Of Joyce, Tolstoy, or Mann, read two or three (3+4)	46	10	-	6
190)	Tend to receive quite a bit or a great deal of pleasure from classical music (3+4)	50	6	1	10
195)	To some extent or very much enjoy reading poetry (3+4)	51	6	3	7
196)	Know a moderate amount or a good deal about history of painting (3+4)	56	2	-	14
197)	At least three times attended an evening lecture on a serious topic (3+4)	51	4	2	10
198)	Own 31 or more books (3+4)	49	8	1	7
199)	In the past year had intense reaction to a work of art several times or quite a number of times (3+4)	51	8	-	8

[a]Over- and underachieving subgroups were identified at each of eight liberal arts colleges, in each of two academic years, based on observed discrepancies between a predicted freshman average and an actual freshman average. Predictions were based on a combination of SAT-V, SAT-M, School Rank, and the CEEB Achievement Average.

[b]This is the percentage of overachievers giving the response minus the percentage of underachievers giving the response. It is an average of 16 such differences, with a constant of 50 added. Thus, 50 indicates average percent difference of zero; 60 indicates an average percent-difference of +10; etc.